

Start At My Feet.

Targets

Target 1	Read more relevant books and journal articles as well as websites when reaching.	Analysed further by discovering blogs and E-books relevant to my topics to provide me with further knowledge.
Target 2	Endeavour to synthesise research into your writing to aid the support of your key points.	Provided back up to the points I was stating throughout.
Target 3	Continue to ensure a curial approach throughout, offering the opposing view whenever possible.	Included an opposing view on theorists I researched.
Target 4	Review Harvard ref technique	Revived the Harvard PowerPoint given as well as criticism on my last assignment to improve my referencing.

To narrate social justice through bridging while working with the community, I understand the link between the school and community is powerful and essential. "Schools committed to social justice in education pay close attention to their choice of curriculum and how it can be used to expand their student's minds". (Soken-Huberty.E,2020) The goal of social justice in education is an equal participation from all such as schools, parents and children, in a society that is mutually shaped to meet their desires and needs. Through the New Curriculum of Wales, there are 12 pedagogy principles which are followed up by the 4 purposes. These were created to support the needs of learners as individuals. The pedagogies should be "responsive dynamic and embedded in strong relationships" (Curriculum for Wales, 2023) One of the elements surrounding this, is the professional relationship between the school, families and wider community. This action and work can provide a child with a strong support network, enabling the child to reach their full potential. "a strong support system has been proven to increase health and reduce anxiety and stress" (Decker.E,2023) I agree with this statement as I am of the opinion that a strong support system is vital for the child to have support provided to them as soon as possible whenever they wish. I am aware that poverty is a growing problem in Wales. "in 2021/2022, pupils in Wales who were eligible for free school meals were 19 percentage points less likely to get an A* or A at GCSE that pupils not eligible for free school meals" (G.Thomas and S.Thomas, 2023). This displays that poverty may affect life chances. Therefore, the New Curriculum may benefit children living in these conditions as it focuses on an Implementation plan. This plan is to set up for the "education system and the wider public". Meaning it is working with the community to better the next generation. (Curriculum for wales,2022)

"Working in partnerships increases the creative facility of agencies to provide bespoke service to children and family, while improving understanding of local needs and pressures" (Parker.R and Leeson.C, 2015, p.145). Through my time in bridging, I am aware that School A has 'ELSA' (emotional literacy support assistant). This is a team made up of 12 members of staff that work closely with children and gardians. Their work begins with the parents/family prior to the child/children attending the school. The goals for this team to break down barriers and strengthen communication. Informal chats are held at the family home to allow the 'ELSA' team to understand further any relationship, fanatical or personal issues family's may be facing at that point in time. Throughout this process, the team continues to make sure all families members are content with the situation and are happy to continue with the help being provided. 'ELSA' can deliver support on an individual basis, but sometimes small group work may be more appropriate when focusing on social skills. These sessions may help with "loss and bereavement, emotional literacy, self-esteem, friendship issues, managing strong feeling" ELSA is "sort term preventions with clear aims". (Palphreyman.D,2023) This may link to Erik Eriksson Theory of Psychosocial Development. Erikson viewed the world as a "series of age- matched development crises" these crises have "competing values". If these crises are not successfully met a child may develop with a lack of trust along with other issues. Erikson developed categories he named "values" which include "hope, will, purpose, competence, fidelity, love, care and winsome" (Schlozman.S,2016). This all could link to 'ELSA' as their main goals are to allow children to grow confidence in all aspects of development. However, Erikson theory was criticised as it may be looking to deeply into specific stages of life. "His theory also focuses on the social expectations that are

found in certain cultures but not all" (Desal.S,2014). This could be a problem in the modern-day schools especially school A as there is a range of diversity and ethnicities throughout. Through research on school A's website, I am aware the school has approximately 33% of students eligible for free school meals. This is above national average. (Estyn,2016) (school A's URL removed for anonymity) However, with the school budget standing at £3427 minimum per pupil, brings the school in eighth place out of 61 schools in that area. This allows the school to be able to create support groups such as 'ELSA' to work with pupils facing poverty and other emotional and social issues. "Children learn better and are happier in school if their emotional needs are also addressed" (school A ELSA team, 2022) This school budget along with a strong team of staff allows School A to provide other resources to the community such as their "loaning library". This process entails the school providing clothes, cleaning products, personal hygiene, food and activities free or charge for anyone in need around the community including the staff at school A. The 'ELSA' staff are also able to make referrals for donations for local homes for items such as carpets, beds and uniform to help families who may be below the poverty line. Through research by (Harris.H,2023) they discovered children felt that 'ELSA' "helps them in understanding how to communicate as well as being able to recognise non-verbal gestures and indicators when socialising with others". This may all link to the Prelogical Principles as Social Constructivism is the "view that learning occurs through social interaction and the help of others" (L.Lohman,2023). This principle focuses on communication and teamwork which is also School A's approach when working with parents and the wider community. This way of working and learning may benefit all involved as it provides an opportunity to use voices and bond with others who may be facing the same personal issues as others.

Through placement experience I am knowledgeable that school A aims to work closely with vulnerable learners and families. Throughout the school there are identified groups of children who may carry more responsibilities than most outside of school, for example young carers. Along with service children, refugees and EAL (English attentional language) children. These children may require extra support due to unique situations outside of school. Bronfen Brenner's theory of Ecological Systems Theory may be able to explain more to us about the different influences on refugee children as they develop. "There are several independent but related fields of research" (Hamilton.R and More.D, 2004, p,5). In my opinion Bronfen Brenner's theory represents a vast number of children facing challenges everyday while still attending school. Following this, school A does provide a wide support system for the children, while still including the families. Around 33% of service families have children under five years old which is around 40,000 children. (MA education,2024). Staff can create small intimate groups consisting of children who may be facing difficult situations, on condition that they feel appreciated and do not feel alone. The supports groups consist of a member of staff and the children taking part in activities such as painting, building and even cooking. Children have a free and open space to address any worries or concerns they may have. This gives the children with a sense of belonging and community while improving their social skills. School A then progresses onto activity sessions including the families of these children for example, mums, dads, grandparents and siblings. "It is important to find honest, authentic and genuine ways of working with parents' that not only seek to acknowledge the challenges but also work towards the development of genuine partnerships" (Parker.R and Leeson.C, 2015, p,165) This lends an opportunity for the parents to ask staff any questions or express concerns while spending time with their children while interacting with families in the same position. This can result in a sense of community and comfort. The social groups could also provide parents with different ideas and concepts. These concepts can include how to spend more time with their children without any worry's, such as financial or emotional. If I were to provide a suggestion to improve these sessions, I would provide staff with adult only groups as well for further discussion. This may allow parents to open up more as they may not feel so uncomfortable. "69% of parents supported their child ages 3 to 7 at least several times a week in maths or numbers" (Welsh Government, 2016). This displays that not all parents will help their children complete or investigate any maths outside school. Similarly, school A, provided Art Therapy called "Drawing and talking" which is a "person centred theory focusing on prevention early intervention and recovery" (School A, 2021)(URL removed for anomaly). The sessions can last up to 30 minutes and are once a week for around 12 weeks. These sessions may replace the role of CAHMS at around a tier 1-2 intervention. Children may benefit from this activity If they are at risk from being excluded from school suffer anxiety, ALN, or even just struggle to make friends. "Play offers

opportunities for freely chosen, personally directed behaviour, creativity and therapeutic response” (Parker.R and Leeson.C, 2015 p,33).

Through my research I understand that school A is frequently attempting to discover new ways to provide unique opportunities for children of all backgrounds. However, that starts by working with the families and community of these children, along with social justice. For example, having “play and stay” sessions where parents can join with staff and children once a week and communicate while watching their children socialise and progress. This can provide parents with piece of mind that their child is safe in school, especially if the parents do not have a positive perception of school for personal reasons. Following on, there are educational welfare officers who work with families who are under social services. Their role is to answer any questions families may have about what processes are going on at that current time and to continue the ongoing support in and out of school times to ultimately make sure the child is safe and progressing positively. All these tasks and processes combined with determined staff will influence me during my time in school to be more vigilant of different children’s situations. I will be able to apply my knowledge on professional standards while also keeping in mind all the elements of support. These will allow me to explore and focus on development in different ways by demonstrating what effective practice looks like. I would use the professional standards in different situations. I may use collaboration more when I am planning a bigger more advanced lesson. Whereas I would use innovation to push lessons further and maybe make them more advanced. (Welsh Government, 2019). This will allow me to make sure all my lessons are as inclusive as possible. For example, if I am teaching a Welsh lesson to a child who has EAL I will make sure to provide extra support for that child such as having them sit close to me to make sure they are following along successfully. This will be to make sure they are learning to their best ability to become confident and the best they can be. Through my research on the Welsh Government Website, I will be sure to follow all procedures and policies in order to my make teaching the best it can be.

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